Unit 4

Content Area: **World Language**
Course(s): **Spanish 4**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What are families and neighborhoods like in other cultures?
- How many people are in your family?
- Is your family big, medium, or small?
- What is your family like?
- What is your X like?
- Do you have pets?
- Where does X work?
- What does X do?
- When does X do his/her job

Big Ideas

- Family
- Adjectives
- Community helpers/functions
- Telling time

Enduring Understandings

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Grammar

- Masculine vs. feminine
- Singular vs. plural

- Placement of adjectives
- Verbs to have and to be
- Possessive adjectives my and your
- Definite and indefinite articles
- Question words
- Regular present-tense verbs
- First, second, and third person - plural

Cross-Curricular Integration

Integration area: Social Studies

Have students create a model of their dream house, labeling each room in Spanish. Students will write a short paragraph explaining how many rooms there are, what colors they are and other details of their dream house in Spanish.

Technology Integration

- Through the purposeful use of technology, and at the teacher's discretion:
- Students read, listen to, and view authentic, engaging, and timely materials from the target culture.
- Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.
- Students collaborate on presentational tasks with their peers or teacher, anytime, anywhere.
- Students work at their own pace as they access online content and/or utilize computer adaptive programs managed by their teacher.
- Students practice discrete skills with engaging online games and applications.
- Students benefit from differentiated instruction where multiple applications can be used to assess students, assign varied tasks, track data, give real-time feedback, and manage classrooms and lessons.

21st Century Skills and Career

9.2.5.CAP.3: Core Idea: An individual’s passions, aptitude and skills can affect his/her earning potential (i.e. bilingual)